

## **Microteach #1**

### **Secondary Sample Lesson Plan**

**Content Area:** Sociology

**Name:** (Your name)

**Grade Level:** 12

**Unit:** Interpersonal Communication

**Lesson Title:** Stages of Relationships

**Sunshine State Standards [4 pts.]:**

Benchmarks:

HE.912.B.2.1 Explain skills needed to communicate effectively with family, peers, and others to enhance health.

HE.912.B.2.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

**Rationale [2 pts.]:**

This is the time during student's lives where they will be communicating heavily and involved in many types of relationships (casual, friendly, formal and intimate). This lesson will help prepare them to communicate better with people, and to become more effective communicators overall.

**Goals Objective [5 pts.]:**

12<sup>th</sup> grade sociology students will understand the ten developmental stages of relationships. When given four relationship scenarios, the students will be able to identify which stage each relationship is in with 100% accuracy.

**Content Outline [3 pts.]:**

- I. Interpersonal communication
  - a. Occurs/begins whenever two people have face-to-face interaction.
  - b. Where the first stage of relationships takes place.
  - c. Providing the right amount of self-disclosure during interaction will improve overall interpersonal communication.
- II. 10 developmental stages: Knapp's Stages of Relational Development
  - a. Initiating
  - b. Experimenting
  - c. Intensifying
  - d. Integrating
  - e. Bonding
  - f. Differentiating
  - g. Circumscribing
  - h. Stagnating
  - i. Avoiding
  - j. Terminating

### III. Growing Together Period

- a. Initiating: Meeting the other person and coming together. This stage can be very brief.
- b. Experimenting: Joking and hinting with the other person about where the relationship is heading... Or taking the DIRECT approach and asking exactly where it is going.
- c. Intensifying: Developing things in common
- d. Integrating: Lives develop structure
- e. Bonding: Special commitment such as marriage

### IV. Growing Apart Period

- a. Differentiating: Reestablishing Individuality
- b. Circumscribing: Distant & Tension sets in... lack of effort
- c. Stagnating: Superficial Routine... going through the motions
- d. Avoiding: Fighting and finding ways to get away from each other... working late...etc.
- e. Terminating: Breaking it off and letting go

## **Procedures [7 pts.]:**

### **1. Anticipatory Set:**

By show of hands, how many of you have a close friendly relationship with one of your peers? Ok, now how many of you are in a relationship, or know someone who is? **[ESOL STRATEGY FOR TASIR: LINKING CONTENT TO PREVIOUS EXPERIENCES]**

### **2. Objective:**

Tell the students that we are going to be discussing the 10 developmental stages that relationships progress through and how to accurately identify each one.

### **3. Input:**

Ask the students, “What does interpersonal communication mean to you?”

Tell the students that all relationships have been through at least one of the 10 developmental stages.

Present the poster board with a graphic organizer of the stages on it. **[ESOL STRATEGY FOR EDITH: USING VISUALS)** After defining a specific stage, give at least one example of a scenario where a relationship is in that particular stage.

Ask the students if they know of any relationships (friends, family, on TV...etc.) that are currently in any of these stages, or have been through any of them.

### **Model:**

On the board/overhead, go through and number each stage 1-10 to highlight the order in which they occur. Also point out that relationships can go back a stage(s), or skip a stage(s). Make sure they understand that the specific order may vary depending on the situation. Provide examples of relationships that skip steps and don't follow the conventional order.

### **Check Understanding:**

Give the class this scenario: “A couple was once very close and they spent all their free time together. Eventually, they began to make excuses for why they haven’t been seeing much of each other as of late. On top of that, they begin to stay busy and search for ways to continuously get away from each. According to the stages discussed what stage would this relationship be in?” (Answer: Avoiding stage)

Give another scenario or two depending on how well they’ve picked up on the material throughout the lesson.

### **Guided Practice:**

Break the students up into groups and have each of them come up with their own scenario of a relationship. Once they’ve come up with one, have each group present it to the class in a “skit” format. Ask the other groups who are watching to identify what stage the presented relationship is in. **[ESOL STRATEGIES FOR EDGAR AND TASIR: ROLE PLAY, SMALL GROUPS, and COOPERATIVE LEARNING]**

After each scenario skit, ask the students questions such as:

- What developmental stage was represented in the skit?
- What were some of the individual’s actions that made it clear as to what stage was being represented?
- What developmental stage comes AFTER the stage represented in the skit?
- What developmental stage comes BEFORE the stage represented in the skit?
- \*What stage is MOST LIKELY to come next, based off of the current actions during this stage? Why?
- What are some things that the people involved can do to better the stage of their relationship, or to maintain it?

### **Independent Practice:**

Pass out homework sheets containing five relationship scenarios and have the students identify the correct stage(s) of each.

### **Closure/Summary [2 pts.]**

Referring to the graphic organizer, review the different stages of relational development. Ask students to state and/or dramatize different attributes of each stage.

### **Resources and References [1 pt.]:**

Chalkboard/Poster Board, chalk, markers, homework sheet

Furman, W., Brown, B.B., Feiring, C. (1999). The Development of Romantic Relationships in Adolescence

<http://www.uky.edu/~drlane/capstone/interpersonal/reldev.html>

<http://www.aligningaction.com/stages.htm>

Knapp, M.L. (1984). Interpersonal Communication and Human Relationships. Boston, MA: Allyn & Bacon

**Evaluation [3pts]:**

Given four relationship scenarios, the students will be able to identify which stage each relationship is in with 100% accuracy.

**ESOL strategies [6 pts.]**

- 1) Since Edith is at the beginning level of language development, the ESOL strategy I used in my lesson plan was the ***use of visual aids***. The graphic organizer poster would hopefully keep Edith connected to the lesson since my words may not be understood.
- 2) For Edgar at the intermediate level of language development, the ESOL strategies I used in my lesson plan were ***role play, small groups, cooperative learning***. While Edgar comprehends more than he is able to express, these strategies may give him the confidence to participate orally in the small group.
- 3) While Tasir, at the advanced level of language development seems to keep up in class most of the time, she continues to need practice with tasks involving writing and reading. The ESOL strategy selected for Tasir was ***small groups and cooperative learning***. Hopefully the involvement a small group setting will give Tasir the opportunity to practice her reading and writing skills in a non-threatening environment.

**Copy of graphic organizer included in or attached to lesson plan [2 pts.]**

Escalator Model Organizer – See next page.